

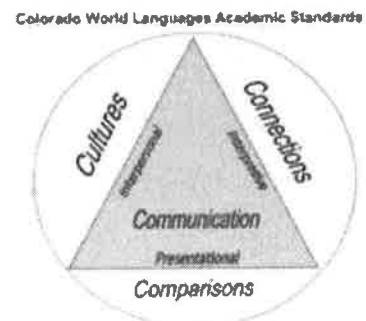
# Colorado Educator Effectiveness Law and its impact on learning strategies and assessment.

## SWCOLT and CCFLT 2015 Conference

The Colorado Educator Effectiveness law is having a major impact on our teaching, how we assess students and teacher evaluations. We need to be able to provide evidence of student growth, understand measures of student learning and design assessments aligned to standards. What resources does CDE have? How can we use these resources to design learning and create effective assessments?

Participants will:

1. better understand the Colorado Educator Effectiveness Law and its impact on teaching, designing learning and assessments;
2. examine the CDE Assessment Resource Bank and the CDE Sample curriculum units in order to understand how these resources are samples to help teachers create standards-based thematic units and performance assessments that impact student learning and educator effectiveness



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Resource Wikispace for this presentation: <http://ccflt-cde.wikispaces.com>

## Colorado Academic World Languages Standards 2010

### **1. Communication: Communication in Languages Other Than English**

#### **1.1 Interpersonal mode:**

Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

#### **1.2 Interpretive mode:**

Understand and interpret written and spoken language on a variety of topics

#### **1.3 Presentational mode:**

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

### **2. Cultures: Knowledge and Understanding of Other Cultures**

#### **2.1 Cultural practices and perspectives:**

Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied

#### **2.2 Cultural products and perspectives:**

Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

### **3. Connections: Connections with Other Disciplines and Information Acquisition**

#### **3.1 Connections to other disciplines:**

Reinforce and further knowledge of other disciplines through the foreign language

#### **3.2 Acquiring new information:**

Acquire information and recognize the distinct viewpoints that are only available through the foreign language and its cultures.

### **4. Comparisons: Comparisons to Develop Insight into the Nature of Language and Culture**

#### **4.1 Language comparisons:**

Demonstrate understanding of the nature of language through comparisons of the language studied and their own

#### **4.2 Cultural comparisons:**

Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

## **Prepared Graduate Competencies (PGC)**

### **Communication in Languages Other Than English**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal mode)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive mode)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational mode)

### **Knowledge and Understanding of Other Cultures**

1. Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
2. Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

### **Connections with Other Disciplines and Information Acquisition**

1. Reinforce and further knowledge of other disciplines through the foreign language.
2. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### **Comparisons to Develop Insight into the Nature of Language and Culture**

1. Demonstrate understanding of the nature of language through comparisons of the language studied and their own.
2. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

# CDE World Language Curriculum Unit Samples

## Novice-low-Who am I in a global world?

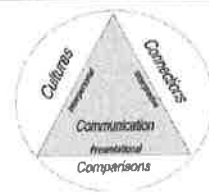
Curriculum Development Proficiency Range Level at a Glance  
Planning for Novice Low Proficiency Range Level

Content Area	World Languages	Proficiency Range Level	Novice Low
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>		<b>GLE Code</b>
1. Communication in Languages Other Than English	1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode)		WL09-NL-S.1-GLE.1
	2. Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)		WL09-NL-S.1-GLE.2
	3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)		WL09-NL-S.1-GLE.3
2. Knowledge and Understanding of Other Cultures	1. Identify common practices within the target cultures studied		WL09-NL-S.2-GLE.1
	2. Identify common products of the target cultures studied		WL09-NL-S.2-GLE.2
3. Connections with Other Disciplines and Information Acquisition	1. Identify information that can be gathered from target language resources connected to other content areas		WL09-NL-S.3-GLE.1
	2. Locate and use basic information from target language resources		WL09-NL-S.3-GLE.2
4. Comparisons to Develop Insight into the Nature of Language and Culture	1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied		WL09-NL-S.4-GLE.1
	2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture		WL09-NL-S.4-GLE.2

### Colorado 21<sup>st</sup> Century Skills



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  
**Information Literacy:** *Untangling the Web*  
**Collaboration:** *Working Together, Learning Together*  
**Self-Direction:** *Own Your Learning*  
**Invention:** *Creating Solutions*



The Colorado World Languages Standards describe what learners should know and be able to do as they develop proficiency in a foreign language. Communication is at the center using the interpersonal, interpretive and presentational modes. Communication is then supported by understanding cultural perspectives, making connections to other disciplines and comparing one's own language and culture with the new language.

Unit Titles	Length
Who am I in a Global World?	3 weeks

### Curriculum Development Overview

#### Unit Planning for Novice Low Proficiency Range Level in World Languages

Unit Title	Who am I in a Global World?	Length of Unit	Standards and Grade Level Expectations Addressed in this Unit
Focusing Lens(es)	Relationships	3 weeks = 15 days = 15 hours	WL09-NL-S.1-GLE.1; WL09-NL-S.1-GLE.2; WL09-NL-S.1-GLE.3; WL09-NL-S.2-GLE.1; WL09-NL-S.2-GLE.2; WL09-NL-S.3-GLE.1; WL09-NL-S.3-GLE.2; WL09-NL-S.4-GLE.1; WL09-NL-S.4-GLE.2
Inquiry Questions (Engaging, Debatable)	How does engaging people in conversation make me a better global citizen?		
Unit Strands	1. Communication in Languages Other Than English 2. Knowledge and Understanding of Other Cultures 3. Connections with Other Disciplines and Information Acquisition 4. Comparisons to Develop Insight into the Nature of Language and Culture		
Foundational Concepts in World Languages	Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons		
Concepts	Relationships, Identity		

Generalizations	Guiding Questions	
My students will Understand that...	Factual	Conceptual
Communication in other languages, to exchange information about identity, builds relationships between individuals.	What information is exchanged when getting to know someone?	How does communication in other languages build better relationships between individuals?
Knowledge of another person's identity provides an opportunity to explore the target culture.	What are ways to describe self and others?	How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world? (WL09-NL-S4-GLE2-1Q.1)
Culturally appropriate ways of greeting, meeting, and leave taking, promote better communication. (WL09-NL-S1-GLE1-EO.4)	What are culturally appropriate ways of greeting, meeting, and leave taking? What are culturally appropriate gestures of greeting, meeting, and leave taking?	What do people need to know, understand and be able to do to conduct effective communication? (WL09-NL-S1-GLE1-1Q1)

Curriculum Development Overview  
Unit Planning for Novice Low Proficiency Range Level in World Languages

Critical Content: My students will KNOW...		Key Skills: My students will be able to (Do)...
<b>Cultures:</b>	<ul style="list-style-type: none"> <li>Formal vs. Informal</li> <li>Appropriateness of greetings and leave takings in target language</li> <li>Gestures</li> </ul>	<p>Within the context of this unit, students will be able to demonstrate in the target language the three modes of communication – interpersonal, interpretive and presentational. Some examples can include, but may not be limited to:</p> <ul style="list-style-type: none"> <li>Meet and greet others appropriately</li> <li>Describe self to others</li> <li>Obtain and provide information about self and others</li> </ul> <p>(WL09-NL-S.1-GLE.1) and (WL09-NL-S.3-GLE.2) and (WL09-NL-S.3-GLE.3)</p>
<b>Context:</b>	<ul style="list-style-type: none"> <li>Greetings and leave takings</li> <li>Personal descriptions</li> <li>Expressions of well-being</li> <li>Names of countries</li> <li>Nationalities</li> <li>Numbers</li> <li>Question words</li> </ul>	
<b>Structure:</b>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Present tense verbs</li> </ul>	
<b>Connections to:</b>	<ul style="list-style-type: none"> <li>Geography</li> </ul>	

<b>Critical Language:</b> Includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
<b>Academic Vocabulary:</b>	compare, contrast, discuss, tell, express, say, answer, ask, share, describe
<b>Technical Vocabulary:</b>	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range

# Sample pages from Assessment Review Tool for French 2 Presentational writing

## High Quality Assessment Content Validity Review Tool General Information and Assessment Profile

General Information	
Content Area:	World Languages
Name of Assessment:	TSD World Languages French II District Presentational Writing Assessment
Who developed this assessment?	TSD French teachers
Cost of Assessment:	<input type="radio"/> Fee based <input checked="" type="radio"/> Open Source
Reviewer(s):	Font Thiesen and TSD District World Languages Teachers
Collaborative Review:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Review Team Type (Select the most descriptive):	District Team
District(s) or Professional Association that performed the review:	TSD World Languages teachers
Date of Review:	3/6/2014

### A high quality assessment should...Increases Opportunities to Learn

(The areas below should also be discussed relative to the needs of ELLE, gifted and talented students, and students with disabilities)

4a. Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? Provide an explanation of your response below:	<input checked="" type="radio"/> High <input type="radio"/> Moderate <input type="radio"/> Low or None
This is an everyday, real life situation for a teenager.	
4b. To what extent do you think the knowledge and skills tested by the assessment can provide good information about what students have learned in the classroom? Provide an explanation of your response below:	<input checked="" type="radio"/> High <input type="radio"/> Moderate <input type="radio"/> Low or None
This assessment provides information about students' skills in presentational writing, one of the three modes of communication in our standards.	
4c. To what degree do the results from this assessment (scores and student work analysis) foster meaningful dialogue about learning expectations and outcomes with students and parents? Provide an explanation of your response below:	<input checked="" type="radio"/> High <input type="radio"/> Moderate <input type="radio"/> Low or None
Since this is a real-world situation and there is a detailed rubric, it becomes obvious to students and parents which skills have been developed or not developed.	
4d. To what extent do you believe the assessment can clearly communicate expectations for academic excellence (e.g., creativity, transference to other content areas or 21st Century skills) to students? Provide an explanation of your response below:	<input checked="" type="radio"/> High <input type="radio"/> Moderate <input type="radio"/> Low or None
When a teachers look at the entire thematic unit, the learner targets and the proficiency range. Students can get a good picture of student progress and performance. Teacher can also look at specific areas of strengths and weaknesses.	
4e. Based on the content evaluated by the task or the set of items reviewed, to what extent do you think teachers can use the results (scores and student work analysis) to understand what competency on standard/s look like? Provide an explanation of your response below:	<input checked="" type="radio"/> High <input type="radio"/> Moderate <input type="radio"/> Low or None
The learner targets and goals are on the assessments indicating the purpose of the assessment.	

Assessment Profile			
Item Types - check all that apply (note: there is often overlap among certain item types):	Selected Response (multiple choice, true/false, matching, etc.)	Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	Extended Response (essay, multi-step response with explanation and rationale required for tasks)
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments on the Item Types (Strengths and Suggestions)	Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessment includes: (check all that apply)	Teacher directions (may include prerequisites / description of instruction before giving the assessment e.g., this assessment should be given after students have learned...)	Scoring Guide/Rubric	Sample evidence to show what student performance might look like
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Materials (if needed to complete the assessment)	Estimated time for administration	Student Directions & Assessment Task/Prompt - what does the student see/use?
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (Please Specify -->)	It includes live animals		
Strength and Suggestions regarding the general assessment profile (Item types, assessment inclusions, etc.)	This type of assessment aligns with the performance aspects of the Colorado Academic World Language Standards. This assessment is modeled after an existing assessment in the CDE Assessment Resource Bank that has been fully recommended.		

## Sample Performance Assessments

Presentational writing: **School-German I: Novice-mid**

Learner Targets:

- I can write about my daily routine
- I can write about my school
- I can compare my school to a German school

Prompt:

You are taking part in a writing contest and have been asked to contribute to a German blog on school and student life around the world. The task is to describe your typical school day and schedule, supplies needed for different classes, a description of your grades, classes you like and dislike, and which classes are your favorites.

You will want to be sure to include:

- Information about your daily schedule and classes
- What supplies are needed for various classes
- Your grades in different classes
- Your opinion of your classes (likes, dislikes, and favorites)

Be sure to include any other information about your school day and activities at school to provide a glimpse into your day and school in our culture.

Presentational Speaking-**Immigration-French V-Inter-mid**

Learner Targets:

- I can narrate a story
- I can give details about immigration challenges.

Prompt:

A French cable channel is doing a special series of programs around the issues and successes of immigration in France. Because of your detailed application you submitted, the cable channel has chosen your story as one of the entries in the series. You are going to create a multimedia project that tells your story.

You will want to be sure to include:

1. Your name (make it authentic) Find a picture to match if you are a Rom, a Beur, an African immigrant, etc.
2. Your personal information
3. What country did you come from?
4. Where do you live in France now?
5. What type of dwelling do you live in? How many people live in the dwelling?
6. What is your family situation?
7. Do you have a job? (SMIC?) Where? What?
8. If you have children, how many? Do they go to school? What languages do they speak?
9. What are your literacy skills? Your children?
10. What was your life like in the country or part of the world you came from?
11. How would you like your life to be different?
12. What else should we know?

Your oral multimedia presentation must be 3-4 minutes long.

Interpersonal Writing: **Giving directions-French II-Novice-mid**

Presentational Writing: **Visual Arts: Spanish III: Novice-high approaching Intermediate-low**

Learner Targets:

- I can write an art critique.
- I can compare and contrast artwork.
- I can describe artwork.
- I can give opinions about artwork.

Prompt:

A new museum recently opened near where you live to display famous artwork from different Spanish-speaking artists from different time periods. You have been asked to write an art critique of your favorite work of art that is displayed in the museum. Your art critique will be published in the local newspaper as a way to advertise for the museum so more people visit it. Include the following information in your critique:

You will want to be sure to include:

- the name of the work of art and the artist who created it
- a detailed description of the work of art
- what the artwork reflects or the "meaning" of the piece
- what you like and don't like about the work of art
- compare it to any other works of art you know well

Feel free to include any other information that would add to the others understand Spanish art.

Presentational Speaking-**Environment-Spanish III-Novice-high**

Learner Targets:

- I can discuss environmental issues
- I can inform others about the environment
- I can compare
- I can persuade others

Prompt:

As chairperson of the Earth Day committee, your Spanish club advisor has just informed you that during the month of April there will be 15 exchange students from Mexico visiting the school. Your school is traditionally very supportive of Earth Day participating in a strong campaign to clean up the environment. Since the exchange students will be visiting during this time, you decide to focus on the Earth Day campaign related to cleaning up the school. You decide to make a short PSA for the school T.V. station...*of course in Spanish!*

You will want to be sure to include:

1. Current environmental problems in your area
2. Environmental challenges in Mexico in order to compare
3. Variety of solutions in countries around the world

Interpersonal Writing: **Chores-German Novice-high**

#### Learner Targets

- I can explain and describe a holiday or an event.
- I can give directions.

#### Prompt:

The visiting French student at your school has been invited to the same Halloween party as you. Since you know French s/he posted a request on Facebook for your help. But s/he is not clear about what the party is like, what to bring and how to dress. Also s/he asked if you could also write down the directions to the party from the school.

In writing your response to her/his post remember to include:

- What is a Halloween party like?
- Include the day, time and place.
- How one would dress for this event.
- Include some possible foods or drinks this person could bring.
- Clear directions with possible landmarks so s/he can find the house.

Please sure to add any other information that would benefit this visiting French student, including better understanding the cultural aspects of this event.

#### Learner Targets:

- I can say what chores I do.
- I can express when or how often I do certain chores.
- I can express which gifts I will get people and why.

#### Prompt:

You are getting ready for a summer exchange to Germany, where you will trade families with a German teen for a month. You received an e-mail from your exchange partner asking about life in your home. He/she wants to know what chores you and your family members do around the house. He/she also asked about your family members' interests and some gift ideas. Respond to your exchange partner and ask some questions about life in his/her home so you know what to expect when you get there. Also ask about his/her family and what gifts they might like.

#### You will want to be sure and include:

- Chores that you and other family members do and how often you do them.
- Family members interests and gift suggestions
- Questions about chores in your exchange partner's home.
- Questions about family members' interests and gift ideas.

Be sure to include any other information that will help your exchange partner

#### Interpersonal Speaking-**The Outdoors**-Spanish III-Novice-high approaching Intermediate-low

#### Learning Targets:

- I can understand when people talk about camping experiences.
- I can share camping experiences.
- I can resolve a problem or conflict in the outdoors.

#### Prompt:

You finally have a chance to talk to your pen pal in Chile via FaceTime. Since you both recently went on camping trips you talk about your experiences and exchange information about your camping adventures. Be sure to include the following information:

- ask questions about each other's camping experiences
- answer questions and describe your camping experiences in detail
- tell about a problem that happened during your camping trip
- tell how you resolved the problem that occurred

Feel free to include any other information in Spanish that you can.

#### Interpersonal speaking: **Who I am**-French I-Novice-mid

#### Learner Targets:

- I can greet and say goodbye to people.
- I can introduce myself and ask someone his/her name.
- I can ask and answer about well being.
- I can ask and answer questions about personal information.

#### Prompt:

Your family has decided to host a foreign exchange student from Belgium, and the exchange student can only speak French. Upon arrival, everyone wants to find out some basic personal information about each other, so you begin to have a conversation with him or her. Have a conversation with the exchange student to find out about each other. Be sure to include the following information:

- greet each other
- names
- how you're both doing
- age
- where you're both from
- Information about school and/or family & pets
- say goodbye to each other

Feel free to include any other information in French that you can.

## Cómo mantener una buena amistad

Escrito por Nico Riley | Traducido por Gabriela Nungaray

[http://www.ehowenespanol.com/mantener-buena-amistad-como\\_36357/](http://www.ehowenespanol.com/mantener-buena-amistad-como_36357/)

364 words



### Instrucciones:

1

Comuníquense. Una amistad, como cualquier otra relación, necesita de comunicación honesta. Muchos cuentan con sus amigos para recibir consejos, para que les escuchen y para tener alguien con quien hablar. Mantén las líneas de comunicación abiertas y demuéstrole que eres un verdadero amigo al mantener tus palabras. Evita esparcir chismes sobre él. Siempre sean honestos y discutan cualquier problema que tengan para asegurarse de que la comunicación no se pierda.

2

Dale un oído para ser escuchado. Habrá tiempos en que tu amigo tan sólo necesite alguien que escuche sus problemas sin juzgarlo. Aún si no estás de acuerdo sobre como esté manejando ciertas cosas, aprende a escuchar.

3

Trabaja para mantener una amistad de ambas partes. Si sólo una persona intenta tener una buena amistad, no va a funcionar. Una persona no puede cargar la amistad entera sola. Debe ser una sociedad donde ambos contribuyen. Una buena amistad se trata de dar y recibir. Si tan sólo recibes y nunca das, la amistad se terminará.

4

Habla con el fin de proteger tu amigo. No te quedes de lado viendo a tu amigo cometer errores. Si crees que tu amigo está cometiendo un error, exprésale tu preocupación. Se honesto sobre cómo te sientes, pero ten cuidado de no reprimirlo. Escoge tus palabras con cuidado y no lo insultes en el proceso.

5

Trata de mantener las peleas y las discusiones al mínimo. Naturalmente habrá momentos cuando no estén de acuerdo, pero no saquen las cosas de proporción. En vez de pelear, intenten hablar las cosas y darle un descanso a la situación. La mayoría de las cosas por las que la gente discute no merecen acabar con una buena amistad.

6

Nunca salgan con la ex del otro. Esto es algo que puede destruir una amistad. Los amigos deben tener suficiente amor y respeto el uno por el otro para no herirse. Esto incluye no salir con nadie con quien tu amigo haya salido o esté saliendo.

7

Estén juntos en los buenos y en los malos momentos. Celebren el éxito del otro y ayúdense a sobrellevar los fracasos. Dense espacio para crecer y denle espacio a la amistad para crecer.

Task 1: Key Word Recognition: Find the Spanish word or phrase that best expresses the meaning of the following.

1. open lines of communication = \_\_\_\_\_
2. avoid spreading gossip = \_\_\_\_\_
3. if you're not in agreement = \_\_\_\_\_
4. the friendship will end = \_\_\_\_\_
5. express your concern = \_\_\_\_\_
6. instead of fighting = \_\_\_\_\_
7. be there through the good and the bad times = \_\_\_\_\_

Task 2: Main Idea: Write the main idea of this reading in Spanish in 25-30 words.

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Task 3: Supporting Ideas: First, circle the letter of the **FIVE** ideas mentioned in the reading. Then, justify your response with either a direct quote or supporting details from the text.

A. Communication among friends is important.

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B. Listening is not as important as talking about your problems.

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C. It takes both people to make the friendship work.

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D. Tell your friend how you really feel even when they make mistakes.

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E. You will never have difficult moments in a true friendship.

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F. Going out with your friend's ex is likely to cause problems in your friendship.

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G. Good friends are there for each other through it all.

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H. Spend all of your time with your best friends.

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Task 4: Meaning from context: Based on this passage write what the following three words mean in English.

1. un verdadero amigo

2. ambas partes

3. cometer errores

Task 5: Inference: Answer the following questions in Spanish in complete sentences by providing as many reasons as you can.

1. Según el artículo, ¿tienes buenas amistades? Justifica tu respuesta con tres ejemplos específicos del texto.

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2. ¿Cómo son beneficiosas las amistades en tu vida? Justifica tu respuesta con tres ejemplos específicos del texto.

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Learner targets-Spanish III-Environment Unit-“I can” statements

### Unit 3: Living a Healthy Lifestyle

INTERPRETIVE MODE		INTERPERSONAL MODE (Spontaneous Person-to-Person)	PRESENTATIONAL MODE	
Listening	Reading	Speaking & Writing	Prepared Speaking	Prepared Writing
I can... <ul style="list-style-type: none"> <li>understand what people do/need to do to stay healthy.</li> <li>understand advice people give about health.</li> </ul>	I can... <ul style="list-style-type: none"> <li>understand what people do/need to do to stay healthy.</li> <li>understand advice people give about health.</li> <li>recognize what people around the world do to stay healthy.</li> </ul>	I can... <ul style="list-style-type: none"> <li>ask for / give advice about healthy eating and exercise habits.</li> <li>identify health concerns.</li> <li>discuss / compare healthy foods.</li> </ul>	I can... <ul style="list-style-type: none"> <li>provide information about healthy lifestyle choices.</li> <li>describe in detail one thing I do to maintain my health.</li> </ul>	I can... <ul style="list-style-type: none"> <li>write a food &amp; activity journal.</li> <li>analyze my eating &amp; exercise habits.</li> <li>create a guide for a healthy lifestyle.</li> </ul>

## **Important Resource Links from CDE**

1. Colorado World Language Academic Standards:  
<http://cde.state.co.us/standardsandinstruction/coloradostandards-academicstandards>
2. The Colorado Educator Effectiveness Quality Standards:  
<http://www.cde.state.co.us/educatoreffectiveness/teacherqualitystandardsreferenceguide>
3. Family and Community Guides to the Colorado Academic Standards in World Languages: <http://cde.state.co.us/standardsandinstruction/guidestostandards-worldlanguages>
4. CDE Sample Curriculum Units:  
<http://www.cde.state.co.us/standardsandinstruction/curriculumoverviews/worldlanguages>
5. CDE Assessment Resource Bank:  
[http://www.coloradoplc.org/assessment/assessments?keys=&tid%5B%5D=2598&term\\_node\\_tid\\_depth=All&field\\_assessment\\_item\\_type\\_value\\_many\\_to\\_one=All&field\\_cost\\_value\\_many\\_to\\_one=All](http://www.coloradoplc.org/assessment/assessments?keys=&tid%5B%5D=2598&term_node_tid_depth=All&field_assessment_item_type_value_many_to_one=All&field_cost_value_many_to_one=All)

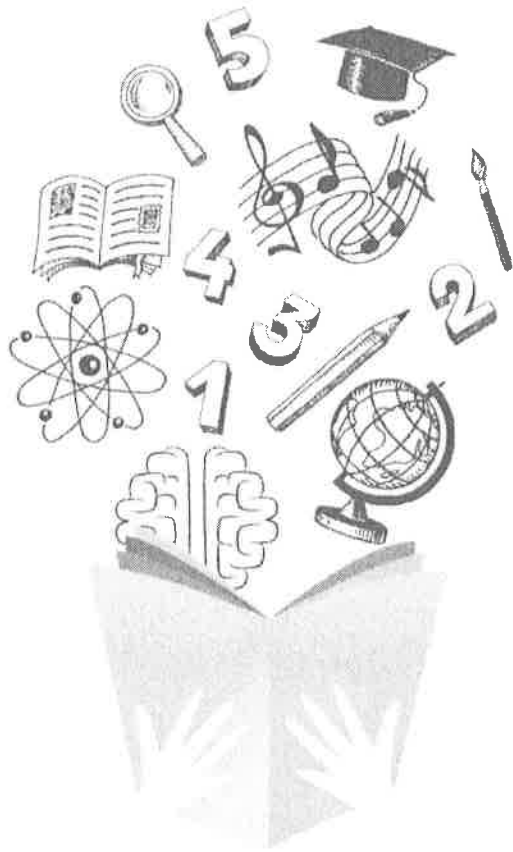
## **Important Resource Links from ACTFL**

1. ACTFL Proficiency guidelines with samples in a variety of languages:  
<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
2. NSCCFL-ACTFL "can do" statements (for Learner Targets or Student Learning Objectives): <http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>
3. ACTFL performance descriptors: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

## **Important Resource Links from Thompson School District, Loveland, Colorado**

1. Thompson School District Curriculum Wikispace:  
<http://tsdwlstandards.wikispaces.com>

# A Guide to the Colorado Academic Standards



Novice-High Proficiency Range

## Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for world languages and offers some possible learning experiences students may engage in as they progress through the novice-high proficiency range of language development.

## Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

## World Languages for Elementary and Secondary Schools (K-12)

The world language standards create a roadmap to guide students in the process of learning a new language and understanding diverse cultural perspectives, as well as developing insights into their own language and culture. The standards reflect a performance-based discipline which emphasizes communication skills (speaking, listening, reading, and writing) in a new language to navigate real-life situations. Students use the newly acquired language while making connections with other academic disciplines and comparisons of cultural practices and products, preparing them to participate more fully in the global community and the international marketplace.

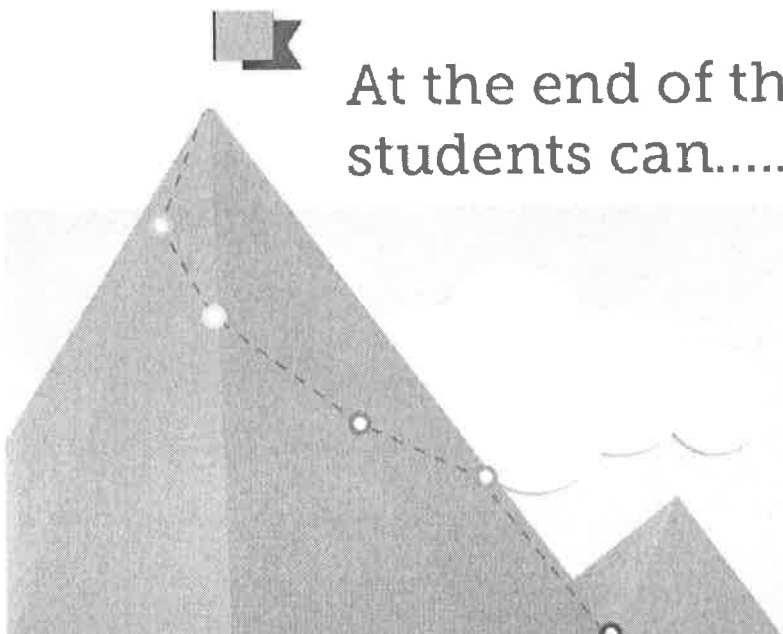
## Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Anna Huffman, Principal Standards Specialist at 720-626-2052, [Huffman\\_a@cde.state.co.us](mailto:Huffman_a@cde.state.co.us)



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## Language Proficiency Range Levels

Language proficiency refers to the degree of skill with which a person can use a language to understand, speak, read, write, and listen in real-life situations. Colorado's standards provide guidance for the introduction of a new language (novice-low) through the minimum proficiency range deemed postsecondary and workforce ready (intermediate-mid). Progression through levels of proficiency is influenced by program design (grade levels, competency-based programs, time for language instruction) and a student's individual rate of acquiring language.

### World Languages Learning Expectations for Novice-High Proficiency Range

#### Interpersonal Mode (Speaking and Writing)

Communicate and exchange information about familiar topics using phrases and simple sentences; handle short social interactions in everyday situations by asking and answering simple questions.

#### Interpretive Mode (Listening, Reading, and Viewing)

Comprehend spoken and/or written words, phrases, and simple sentences related to everyday life; recognize pieces of information and sometimes understand the main topic in speech and text.

#### Presentational Mode (Speaking and Writing)

Orally present basic information on familiar topics using practiced phrases and simple sentences; write short messages and notes on familiar topics related to everyday life.

Throughout the Novice-High Proficiency Range, you may find students... *(using the target language to...)*

- Communicate on a personal level with native speakers (face-to face and/or via email, video chats, Skype calls, and/or shared video clips).
- Respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.
- Exchange information with fellow students about meeting places and times (shopping mall, movie theater, concert, restaurant).
- Use authentic resources to plan a trip to countries where the target language is spoken.
- Describe basic information about familiar people, places, or things (favorite actor, vacation location, a pet).